

Welcome to the Webinar!

**Performance Management
Evaluating Charter School Academic
Performance**

We will be starting soon.



Performance Management Evaluating Charter School Academic Performance

September 17, 2013



The National Charter School Resource Center is funded by the U.S. Department of Education's Office of Innovation and Improvement and administered by American Institutes for Research, under contract number ED-04-CO-0109/0004.



About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

Performance Management: Evaluating Charter School Academic Performance

Parker Baxter

Director of Knowledge, National Association of Charter School Authorizers

Whitney Spalding Spencer

Director of Authorizer Development, National Association of Charter School Authorizers

September 17, 2013



Webinar Agenda

- Core Academic Performance Framework Overview
- Framework Components
- Discussion



The Charter Bargain



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CHARTER SCHOOL AUTHORIZERS

Performance Management Cycle

Decide Renewal

Assess overall performance in relation to established expectations

Establish Expectations

Set performance expectations attached to the contract

Monitor Performance

Conduct interim reviews through multiple sources

Intervene (if necessary)

Inform and require remedy of unsatisfactory performance



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NACSA Performance Framework Experience

The map displays the following states with Authorizer experience (red apple icon):

- Alaska
- Arizona
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

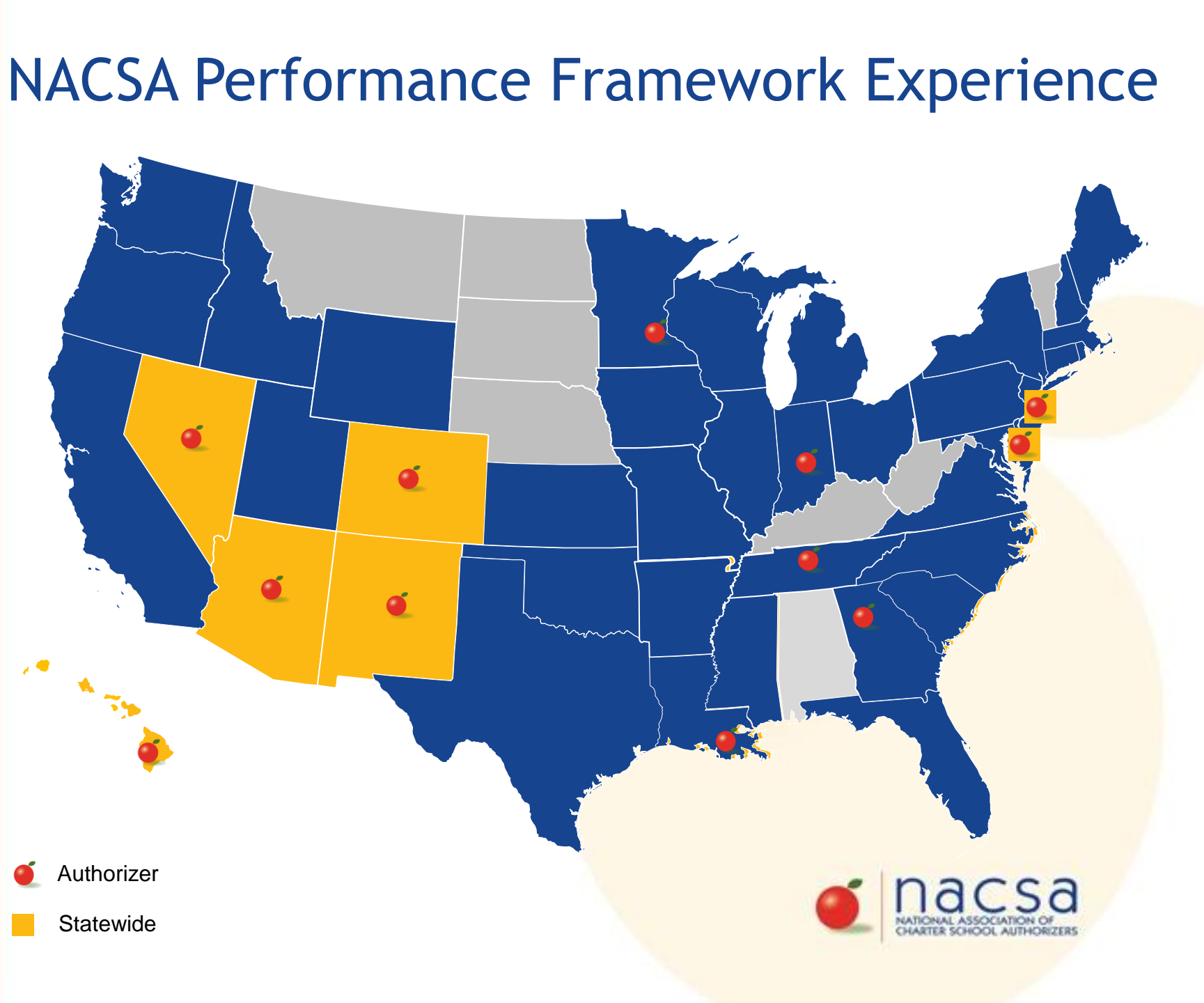
The following states are highlighted in yellow, indicating Statewide experience (yellow square icon):

- Arizona
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
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Legend:

- Authorizer (Red Apple Icon)
- Statewide (Yellow Square Icon)

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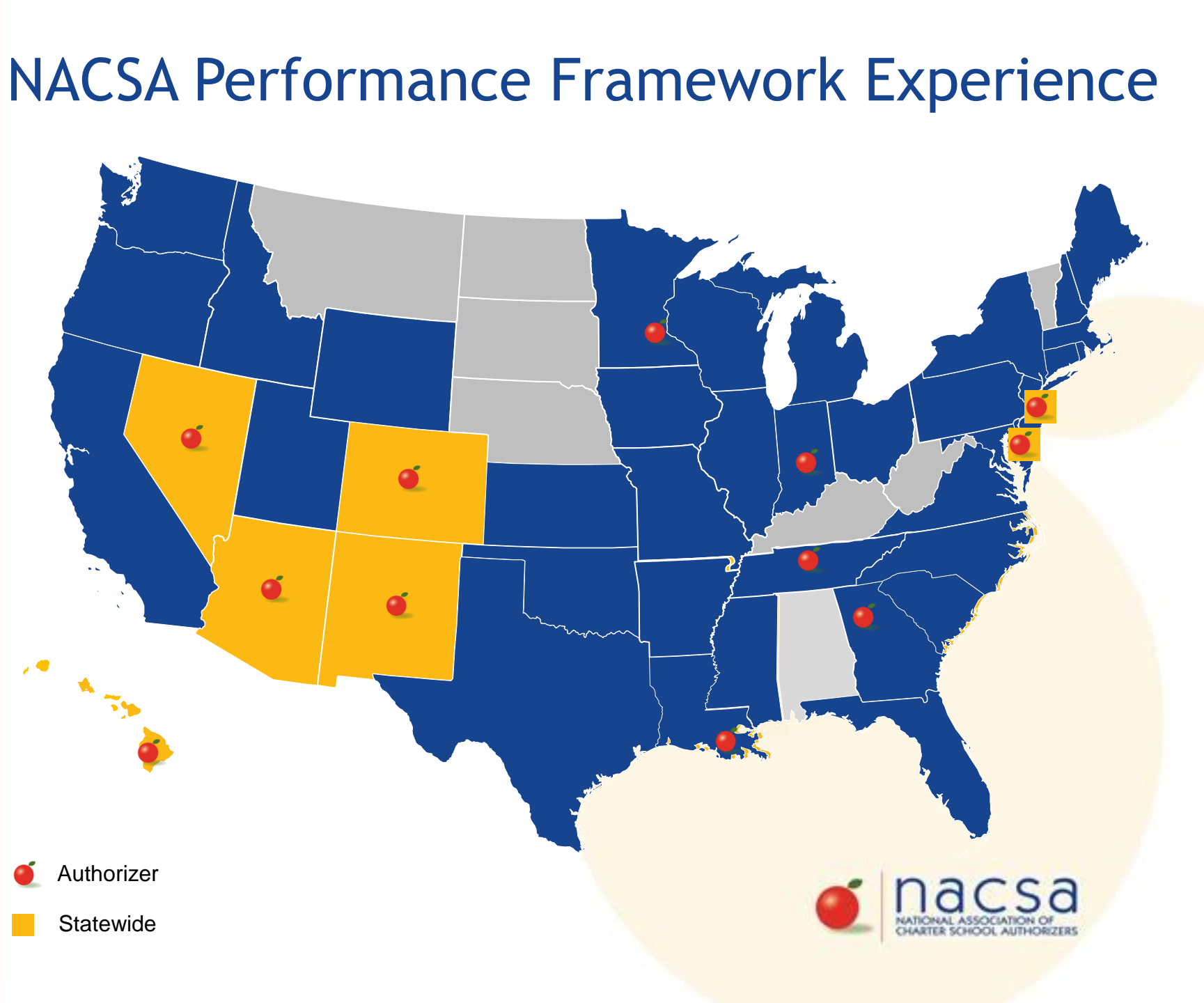
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NACSA Performance Framework Experience

A map of the United States illustrating the geographic distribution of NACSA's Performance Framework experience. The states are color-coded: dark blue for general experience, yellow for statewide experience, and light gray for no experience. Red apple icons indicate specific authorizer locations.

Experience Type	States
General Experience (Dark Blue)	Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
Statewide Experience (Yellow)	Arizona, Colorado, New Mexico, Nevada
No Experience (Light Gray)	Alabama, Alaska, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

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Core Performance Framework and Guidance



Academic, Financial, and Organizational
Frameworks for Charter School Accountability
March 2013



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Core Performance Framework Components

Academic

Is the academic program a success?

Financial

Is the school financially viable?

Organizational

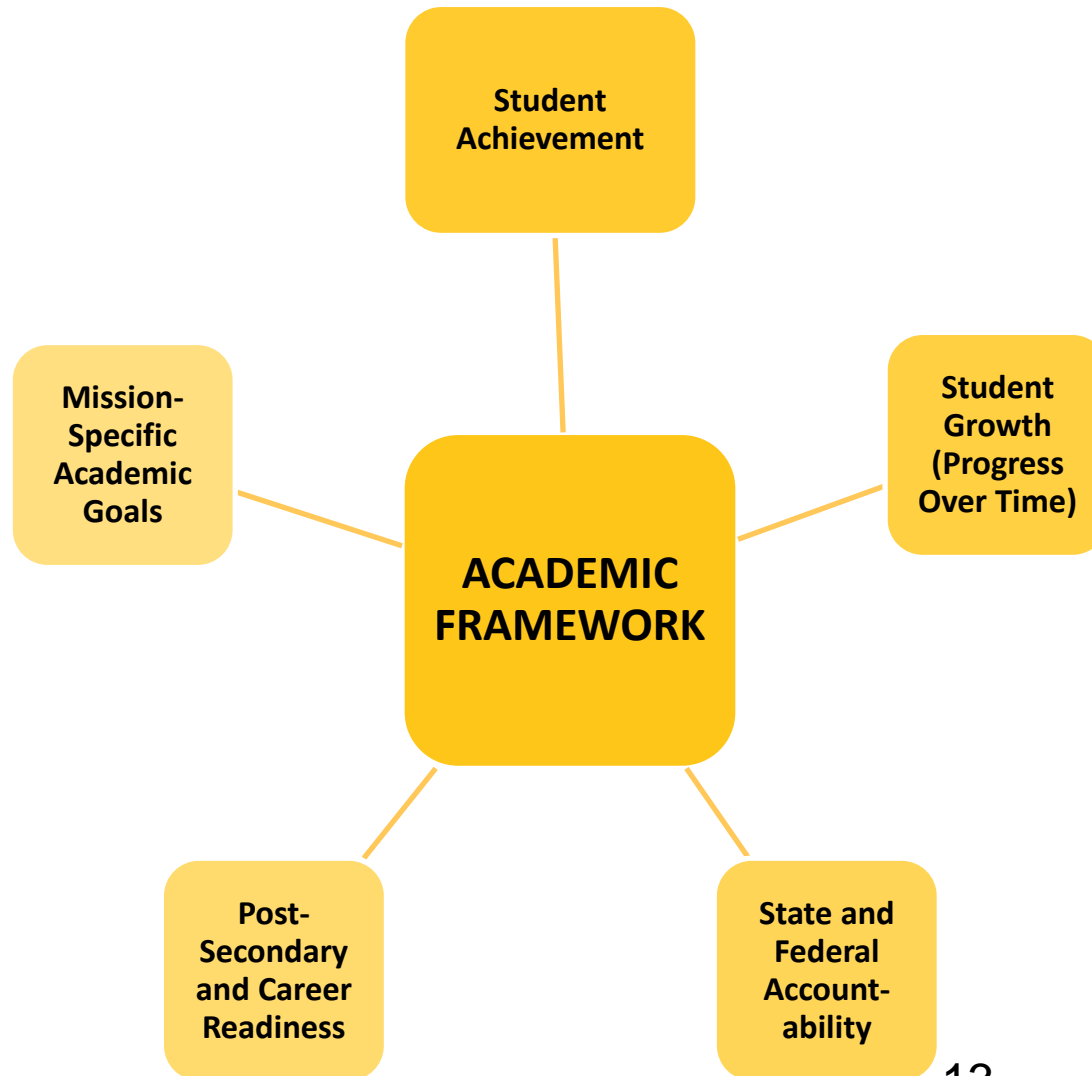
Is the organization effective and well run?

Core Performance Framework Components

Academic

**Is the academic
program a success?**


Core Academic Framework Indicators



Core Academic Framework Overview

- Academic performance as determined by achievement and growth is primary measure of school success
- Intended as a starting point for authorizers to hold schools accountable for academic performance
- Some authorizers have more flexibility than others
- Framework needs to be tailored to local context

Core Academic Framework Overview

Component	Definition	Example
Indicators	General categories of academic performance	Student achievement
Measures	General means to evaluate an aspect of an indicator	Proficiency on state assessments
Metrics	Method of quantifying a measure	Percentage of students achieving proficiency on specific exams
Targets	Thresholds that signify success in meeting the standard for a specific measure 	80 percent of students achieve proficiency on state assessment
Ratings	Assignment of charter school performance into one of four rating categories, based on how the school performs against the framework targets	If school meets the target proficiency rate of 80 percent, the rating category is “Meets Standard”



State and Federal Accountability Systems

- State grading or rating systems
- Annual Measurable Objectives (AMOs)
- State designations
- Adequate Yearly Progress (AYP)

Student Achievement (Status)

- Overall proficiency
- Subgroup proficiency
- Schools serving similar student populations
- Comparison of student options

Student Progress Over Time (Growth)

- Criterion-referenced growth
- Norm-referenced growth
- Subgroup growth



Post-Secondary Readiness

- ACT and SAT performance
- ACT and SAT participation
- High school graduation rates
- Enrollment in post-secondary institutions
- Post-graduation employment
- Remediation rate



Mission-Specific Academic Goals

- Especially important for state-designated alternative schools
- Goals must be quantifiable
- Reliable data must be available
- Mission-specific goals shouldn't trump common measures of academic performance

Send us your thoughts!

- What are the framework's strengths?
- What are its weaknesses?
- What information do you think is important that isn't included in the performance framework?

Discussion

www.qualitycharters.org



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Core Performance Framework and Guidance



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Statewide

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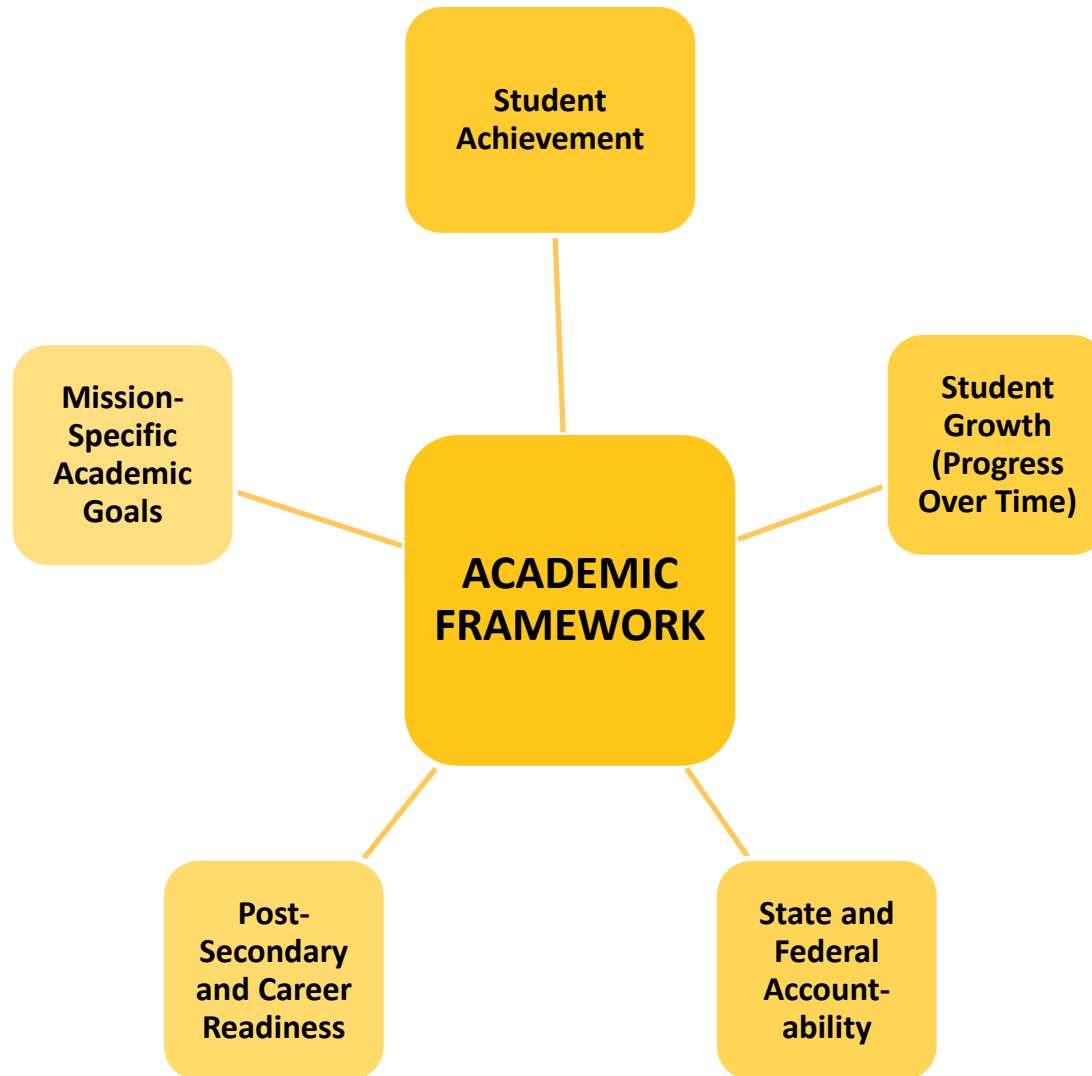
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Questions?



Raise your hand or enter your question in the chat box
on the left side of your screen.

Thank you for participating.

- Learn more about future webinars in the ELL series hosted by the National Charter School Resource Center:
<http://registration.airprojects.org/NCSRCELL/register.aspx>
- This webinar will be archived at the following website:
<http://www.charterschoolcenter.org/webinars/>
- Please share your feedback with us through the evaluation.

National **Charter School** **Resource** Center

at American Institutes for Research

National Charter School Resource Center

1000 Thomas Jefferson Street NW

Washington, DC 20007-3835

Phone: 877-277-2744

Website: www.charterschoolcenter.org

E-Mail: charterschoolcenter@air.org



ED.gov

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